DOCUMENT RESUME

ED 335 469 CE 058 581

TITLE	Job Training and Fulfillment Study. An Examination of Aspirations, Needs and Solutions for ADC Mothers in the Cincinnati, Ohio Area. Final Report.
INSTITUTION	Innovative Consultants, Inc., Cincinnati, OH.
SPONS AGENCY	Department of Labor, Washington, D.C.
PUB DATE	26 Jun 90
NOTE	72p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adults; *Aspiration; Attitudes; Economically Disadvantaged; Employment Programs; Federal Programs; Goal Orientation; *Job Training; *Needs Assessment; *Participant Satisfaction; *Values; *Welfare Recipients; Welfare Services
IDENTIFIERS	Aid to Families with Dependent Children; Job Training Partnership Act 1982; Ohio (Cincinnati); Ohio Works Program

ABSTRACT

A study was conducted to provide much-needed, in-depth qualitative information and direction regarding the experiences, attitudes, value systems, and aspirations of various segments of the Aid to Dependent Children (ADC) recipients. Eight focus groups, each composed of 8 to 10 persons, were conducted in May 1990 in Cincinnati, Ohio. Discussion centered on motivations and barriers that may limit participation in and retention of welfare clients in job training programs and impact of welfare reforms. Many respondents battled feelings of depression, despair, and even rage stemming from life experiences and dealings with the welfare system. Many frustrations revolved around welfare caseworkers. Discussion about the new mandatory assessment and participation regulations for ADC mothers was charged with apprehension. Differences in involvement with job training and education appeared between county and city residents. A more humane and productive service approach and better guidance counseling were recommended. (Following a 10-page executive summary is a section giving detailed findings, many in the respondents' own words, regarding respondents' backgrounds; current state of life; perceptions of the welfare system; setting and reaching goals; experience and perceptions of the Ohio Works Program and Hamilton County Job Training Partnership Act (JTPA); and experiences and perceptions of the City JTPA. Appendixes include lists of long-term goals, needs, and solutions; a discussion guide; and a focus group screening instrument.) (YLB)

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JOB TRAINING AND FULFILLMENT STUDY

An Examination of Aspirations, Needs and Solutions for ADC Mothers in the Cincinnati, Ohio Area

FINAL REPORT

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Submitted by: Innovative Consultants, Inc.
Cincinnati, OH

Date: June 26, 1990

CE058581

This publication was supported in part or in whole by federal funds of the Job Training Partnership Act (public law 97-300, Section 123) and with approval from the State Education Coordination and Grants Advisory Council of the State of Ohio.

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CAUTIONARY NOTE

The information contained herein summarizes the responses and reactions of a small, select sample of respondents who are not necessarily representative of nor projectable to a larger universe. No statistical inferences are offered or implied by these findings. This information is purely qualitative and is intended for directional purposes only.

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FINAL REPORT

Background

The City of Cincinnati and Hamilton County currently provide employment and training programs, or access to those programs, to various special needs residents via the Employment and Training Division (ETD), the Employment and Training Agency and the Ohio Works Program (OWP), respectively. Generally, women 16 years and older who are or have at some time received assistance from the Aid to Dependent Children (ADC), form a significant portion of the client base for these services.

Recently, changes have been made to the laws regulating ADC at the federal level, which are expected to have significant impact on the effort to encourage more ADC recipients to seek and complete training and/or educational programs. In addition, the economic and employment picture in the Cincinnati area, has been impacted by steady increases in the cost of living, coupled with a growth in white collar and technical jobs, and the subsequent decline in the blue collar (e.g. service and manufacturing) industries.

These changes combined, portend an even more difficult transition for the ADC recipient and points to a critical need for more effective and creative methods of helping this high-risk segment fulfill their aspirations and needs, while subsequently meeting the workforce needs of the future.

In a continuing effort to improve the access, impact and long-term results of employment and training programs to its constituents in an increasingly demanding and competitive job market, ETD has decided to utilize market research to obtain additional direction and insight.

Purpose

The purpose of the "Job Training and Fulfillment Study" is primarily to provide much-needed, in-depth qualitative information and direction regarding the experiences, attitudes, value systems and aspirations of various segments of ADC recipients.

A series of focus group discussions were conducted, with the emphasis on the motivations and barriers which may limit the participation in and retention of welfare clients in job training programs.

The additional impact which newly instituted welfare reforms may have on the lives and progress of these groups, was also examined.

The information gathered in this study will be used to improve and/or design and implement employment and training programs that better meet the needs of both the public assistance recipient and the community. Additionally, this information will be used to develop more effective recruitment and outreach techniques.

Research Objectives

The primary objectives of this research were to:

1) Better understand how the target audience(s) may see themselves and their role as providers for their families;

2) Gain insight into the "action gap" between the goals the target audience(s) may set and what they are actually doing or are willing to do to achieve them;

3) Explore the various values and perceptions the target audience(s) may have about employment and its importance as the preferred method to achieve their current and future goals, as well as any barriers they perceive exist;

4) Better understand the perceived appropriateness and effectiveness of job training programs and the support services they provide;

5) Explore the information systems of the target audience(s) for jobs and job training information, relative to both accessibility and influence; and

6) Understand what the target audience(s) need and expect from job training programs which they may not currently be provided.

Methodology and Design

A total of eight (8) focus groups, each comprised of eight to 10 persons, were conducted over a three-day period, from May 15-17, 1990 in Cincinnati. A standard focus group facility, complete with two-way mirror, observation room, audiotaping and accessible to both city and county residents, was used. Each group lasted approximately one and one-half (1-1/2) to two (2) hours.

Respondents were pre-screened and recruited based on the following basic criteria (refer to "Screener" in Appendix):

-- Women, 16-54
-- Have children under 18 years living at home
-- Currently or previously received ADC

Each group was composed of respondents with particular characteristics, based on the nature of their current or past relationship with either the Ohio Works Program (OWP) or the Job Training Partnership Act (JTPA), as follows:

GROUP	COMPOSITION
I (OWP)	Black One-half 25 year or under; one-half 26 years or older City or county resident Youngest child five years or under Not a current participant in employment and training
II (OWP)	White One-half 25 year or under; one-half 26 years or older City or county resident Youngest child five years or under Not a current participant in employment and training
III (County/JTPA)	Any race Youngest child five years or under County resident <u>only</u> Never visited/been assessed by Hamilton County JTPA
IV (County/JTPA)	Any race Youngest child six years or older County resident <u>only</u> Never visited/been assessed by Hamilton County JTPA
V (City/JTPA)	16-21 years Enrolled in JTPA but never completed
VI (City/JTPA)	Enrolled in JTPA and currently working or in college At least three (3) 21 years or under

VII (City/JTPA)	22 years and older Enrolled in JTPA but never completed
VIII	Registered for JTPA but never participated

Groups I - IV were recruited using two techniques. A letter explaining the project and asking recipients to participate, was given to the Welfare Department which, in turn, mailed about 550 copies to randomly selected ADC recipients who fit the overall criteria (indicated above). The letter contained a telephone number which prospects were to call if interested in attending a group.

Once the call was received, interviewers screened the respondent and provided the necessary scheduling and location information to those who qualified. Most of the respondents who agreed to participate in the OWP groups (as well as all of the City/JTPA participants) were city residents.

Because of the low response rate (5-7%), however, recruiting was also conducted in-person with prospects identified by contacts within HeadStart and other programs serving ADC mothers.

Groups V - VIII were recruited primarily from lists provided by JTPA which reflected the specific criteria for each of those groups. Respondents who were obtained from the lists were not screened again. However, in some cases, prospects were identified through other methods and were screened to ensure eligibility.

The majority of respondents were picked up and brought to the facility for their group, and then returned home at the conclusion of the group. In a few cases, respondents drove or were driven by a friend or relative, and picked up after the group.

All respondents were paid a $25 incentive fee, with the assurance that their benefits would not be affected in any way.

Those respondents who initially declined to attend the group because of the lack of babysitting, were provided an additional $10 to pay babysitting expenses.

CONCLUSIONS/IMPLICATIONS

Based on the findings of this research, as well as the observations and insights of the moderator, following are several conclusions, implications and recommendations.

Overall, there was much more similarity between respondents in the OWP, County and JTPA groups than differences. It was really in the area of job training and education that clear differences seemed to emerge. OWP and JTPA respondents who reside in the county, to whom many services may be less conveniently located, were more intensely negative about and focused on the welfare system as a whole. Their involvement in job training and continuing education was relatively low, although some respondents had successfully entered some programs on their own.

The JTPA and city residents, on the other hand, also had quite negative experiences with and opinions of the ADC system, but appeared to offset that more with the positive results they had achieved through job training and education, even though some of those results had more intrinsic (e.g. helped them build their confidence and self-esteem) than extrinsic value (e.g. helped them obtain a job and get off welfare).

This indicates that the process of training and education may not only have value relative to skills building and job preparedness, but may also benefit recipients by providing much-needed encouragment and motivation.

Unfortunately, however, this may be an element whose effectiveness is actually negated because of other (controllable) barriers such as:

- -- Inadequate, inconvenient or inconsistent childcare
- -- Lack of information about programs, schools and funding for education and training
- -- Lack of job, guidance or career counseling and planning
- -- Sanctions of benefits which act as disincentives
- -- Insensitivity and apparent lack of concern on the part of instructors and caseworkers

Based on the nature and intensity of their responses, it is clear that many respondents are battling feelings of depression, despair, frustration and even rage stemming both from their life experiences and their dealings with the welfare system. Yet, despite the problems and negative (even horrific) experiences recounted by many respondents, there were still ample expressions of hope, courage, perserverance and humanity.

Many of the frustrations cited by respondents revolved around welfare caseworkers -- what they do and don't do. Respondents felt they were often caught in the middle between caseworkers' insensitivity and unwillingness to be supportive, and a system that is perceived to be inhumane and self-serving.

While the systemic problems cannot be solved here, more could be done to facilitate a more humane and productive service approach on the part of caseworkers, with the added benefit of improving their professional image and self-esteem and, subsequently, the high turnover rate. For example:

1) Perhaps greater emphasis might be placed on fostering better dialogue between recipients, for example, by conducting similar (focus) group discussions among caseworkers, to allow them to vent their frustrations and redirect more of their energy towards resolving rather than exacerbating problems. The facilitator or discussion leader for such groups should be an independent professional from outside the agencies involved.

2) The methods of training caseworkers should be re-examined to find ways of (a) placing greater emphasis on sensitivity, crisis-handling and problem-solving skills; and (b) helping caseworkers understand and accept their position in the "information chain" by strengthening their ability and willingness to address questions and connect recipients with resources whether they are within or outside their agencies.

3) A special service award program could be established which allows welfare recipients to select the "Caseworker of the Month" (or year) or some similar recognition, for those who recipients consider to be "model" caseworkers. (There really are some!) This might help to defuse some tensions, and provide more incentive for caseworkers to adopt a more service-oriented/problem-solving approach.

In addition, some improvements could be made in the way telephone calls, questions and requests from recipients are handled when the assigned caseworker is unavailable. There are a number of alternatives, for example (a) a telephone routing system which sends a recipient's call to another caseworker or to an automated message center; (b) policy guidelines which stipulate that a recipient's call must be returned within a specified (and short) period of time; (c) a bank of call handlers who are equipped to answer certain types of questions (e.g. deadline dates for certain types of paperwork or forms; meeting schedules; referrals to services or resources, etc.) and then can transfer only those calls which a caseworker is trained to handle; or (d) a special information center or booth located in agency offices for in-person or telephone questions, fully equipped with directories, brochures, pamphlets, etc.

Discussion about the new mandatory assessment and participation regulations for ADC moms was charged with apprehension. While many could accept that mandatory compliance might be necessary and helpful, the penalties were frightening to most women.

To the degree that the agencies involved are able, care should be taken to conduct the notification process with as much consideration and positivism as possible. The availability of support services during this period will be very important in maximizing voluntary compliance and minimizing the need to exercise the sanctions.

The agencies should also keep in mind that recipients may feel they are being forced to participate in programs whose effectiveness is already the target of some debate.

The "shotgun" approach to classifying welfare recipients should give way to better, more reliable and sensitive methods of matching recipients to the particular educational and training options that might be most effective for that person and their particular aspirations.

Firstly, it appears that "guidance counseling" should be provided to recipients as early in the process as possible. If welfare is, indeed a "temporary state of emergency", then recipients should be dealt with from the time they are put on the welfare rolls with the single-minded goal of assisting them in integrating (or re-integrating) into the permanent workforce, whether that means preparing them for jobs with growth opportunities, or teaching them how to turn their talents and skills into entrepreneurial opportunities. With this view, welfare benefits should be regarded more as a temporary safety-net than a way of life.

The type of psychological, vocational, educational and life goals analysis on which a customized training and educational strategy can be developed, would be extremely productive and much more effective over the long-term than what appears to respondents a "take-it-or-leave-it" approach to program assessment and assignment.

Perhaps certain evaluative and testing techniques from other related industries and disciplines (e.g. human resources) could be sought out and examined for possible use in helping the recipient plan the path of development with the greatest potential for her.

As might be expected, county residents cited a number of problems and needs related to logistics. Infrequent scheduling of public transportation, the need to sometimes appear at welfare offices located downtown, the lack of daycare or other support services conveniently close to jobs, training or educational sites, are all barriers to more consistent participation in developmental programs.

The implementation of some type of van or shuttle service, or perhaps even a car-pooling system (since some respondents did own cars), would certainly improve recipients' willingness to visit agency offices or participate in training programs. Additionally, increasing on-site daycare, as well as providing daycare and after-school programs closer to recipient's neighborhoods, or improving the payment system for independent babysitters, should be considered.

Overall, a number of extremely positive and constructive suggestions to both improve the way job and educational training programs are developed and implemented, and enhance the effectiveness of recruiting and retention efforts, arose from these groups:

- Linkages should be established and/or strengthened with churches, community organizations and other service providers. This would help ensure that the broadest possible network of services is available to the various agencies in the servicing of recipients, especially once they enter a training or educational program when their needs (and risks) may be highest. The key here is to take a dynamic, interactive approach to communication and information dissemination so that as many of the people who have direct contact with recipients/clients (i.e. caseworkers, instructors, counselors, etc.) are aware of and provide access to the widest range of options and solutions possible.

- Some type of "ambassadors" program could be developed to more aggressively reach out to program prospects at an "early intervention" stage. People who may be at higher risk to go on or stay on ADC (e.g. teen mothers, high school drop-outs, youth with drug problems, abuse victims, etc.) could be identified and provided with information before they become too ingrained in or dependent on public assistance. These ambassadors could be caseworkers or former recipients whose role would be to actively outreach to schools, medical and family planning clinics, church groups, juvenile authorities, etc. through seminars, speaking engagements and even one-on-one counseling to talk about the many services that are available to help them get on the right track (of self-sufficiency, self-determination, independence, etc.) despite their problems.

- Utilize former welfare recipients who successfully went through job and educational training programs as "mentors" to recipients at different levels of development from the initial evaluative stage through program completion. Knowing that this type of one-on-one support from someone who has been where the participant <u>is</u> could have tremendous impact on getting and keeping more of them involved in their own development.

- Establish or help facilitate the establishment of support groups among recipients. "Rap sessions" or group discussions could be incorporated as a way to give motivation, support and information.

- Establish a speaker's bureau and seminar programs to provide personal development training to recipients in the areas of stress management, time management, parenting skills, interpersonal skills, networking, confidence building, etc. Seminars could be held at agency offices or other locations throughout targeted communities.

- More aggressively support local, county and state legislation to control the potentially exploitative practices of proprietary schools. These institutions and businesses should be restricted from recruiting or soliciting recipients near welfare offices and the various welfare agencies should provide more information on what these schools promise and what they actually deliver. Such institutions could be allowed to hold recruitment seminars or fairs with the cooperation of the welfare department as long as there services fit the best interests of recipients.

- There is a great deal of misinformation affecting the decisions of welfare recipients. There must be broader and more consistent communication between the various agencies and service providers, as well as between these entities and recipients. Vehicles to enhance the communication process might include intra-agency and client newsletters; special bulletins distributed during recipient visits and throughout other community-based institutions (like schools, churches, community centers, clinics, etc.), direct mail, fliers or door-hangers, and advertising in local media.

- Agencies should make better and more regular use of public relations and public service opportunities to explain the wide range of services and programs and to increase the visibility of the "success stories" among their model programs and recipients. Such exposure could also help reposition the agencies' image in light of new priorities (i.e. to stabilize the family's economic situation and prepare mothers for the workforce to get them off welfare as quickly and effectively as possible).

- Unplanned and/or unwanted pregnancies at a time when families can least afford them (financially and emotionally) is the one common denominator in the ADC-reliance process. Many women continue to have children even after they have gone on welfare. Every ADC mother should be given family planning counseling, including information on every birth control method available, and assistance in getting the method she desires.

Concurrently, the benefits structure should remove the perceived incentives for continuing to have children while receiving ADC. While this is a delicate issue, recipients themselves see the oftentimes unchecked string of pregnancies as a hindrance, especially as the women become older and are less able or willing to obtain the education or training they need in order to compete for good jobs. (It was also suggested by respondents that it behooves ADC to intervene in the teenage pregnancy crisis at the earliest stage possible since the results so often end up with them.)

- Because even recipients who successfully maneuver their way through some parts of the training and education processes remain fragile and vulnerable, monitoring and support services should be made available to those who successfully move away from welfare, especially in the areas of counseling (family and career) and job placement.

DETAILED FINDINGS

RESPONDENTS' BACKGROUNDS

All the respondents who participated in the focus group series were mothers with children still living at home, with three exceptions. Two respondents were in their fifties and either had custody of a grandchild or foster children. Both were receiving some assistance through ADC. The third case was a teenager who had no children, but was receiving ADC benefits through her mother.

The range of family backgrounds, personalities and interests were wide and varied. There certainly were respondents in the groups who fit what might be considered the typical ADC "profile" because they:

- -- Were at least second-generation recipients
- -- Had a daughter or other young female relative who is also receiving ADC
- -- Had additional children while on welfare
- -- Were unmarried
- -- Lived in low-income or subsidized housing
- -- Received little support from family or friends
- -- Had a low or poor educational background
- -- Had little or no marketable job experience
- -- Seemed angry, defiant and distrustful

Yet, in contrast, there were many women across the groups, who seemed to defy the stereotypes because they:

- -- Were the only/first family member to go on ADC
- -- Had a previous work record
- -- Had not had any additional children while on welfare
- -- Were married
- -- Had a supportive network of family or friends
- -- Had college experience, some even completing degrees
- -- Were involved in community organizations, some even holding offices
- -- Were articulate, courageous and determined

In the majority of instances, respondents were goal-oriented, open, friendly, expressive, direct, confident, humorous and supportive of each other. Most respondents actually exhibited a combination of the attributes that were both "typical" and <u>atypical</u> of the widespread social perceptions of "welfare mothers". One respondent's comments actually crystallized the contradiction many recipients represent:

> "If one would really talk to welfare recipients, such as you are doing now, they would find out that the welfare recipients are very respectable people. They are energized people. They are intelligent and they have a meaning in life. They need a little help and a little more direction to get to where they are going and they can be some of your most productive citizens."
>
> -- JTPA/COUNTY

A number of women, across all groups, were currently working or planned to work this summer. Some were even holding two jobs. Many of these were the same women who had not participated in an agency-sponsored training program. And in the one group of respondents who had completed programs, many had since lost the jobs they had gotten due to lay-offs or resignation (because of insufficient income) or were no longer in school. A few were back on welfare.

Many of the women, even in the groups where respondents had not been assessed by an agency or had not completed an agency-sponsored job training program, were still pursuing their aspirations, some of which were very unique and non-traditional, on their own. One respondent was studying to be a doctor; another had completed truck driving school but was having trouble finding a job because she lacked sufficient road experience.

One respondent wanted to specialize in phlebotomy; another wanted to become a child psychologist; and a couple were looking for a training program for carpentry. There was even one respondent who had a master's degree in human resources before she went on public assistance and was planning to pursue a doctorate degree. A number of respondents across groups were studying for such diverse careers as nursing, accounting, computer programming or analysis, anesthesiology, veterinary medicine, interior design and farming.

The range of career dreams was wide and varied. But the need for better guidance, more support and sound direction was a consistent one, no matter how confident the respondents were that they would, indeed, reach their goals.

As women told their personal stories of tragedy and triumph, other participants expressed empathy, support, encouragement and sometimes astonishment over what they had gone through.

CURRENT STATE OF LIFE

For the most part, the daily lives of the respondents were fairly routine and "boring". For those who were not currently working, attending school or in job training, the average day was characterized by housekeeping, child-rearing chores, errands, soap operas and eating.

> "It's boring at home. You get tired of cooking and cleaning and all that."
>
> -- OWP/BLACK

Respondents who were active outside the home merely stacked their chores (sans the soap operas and food binges) on top of their studies or training activities.

Some respondents said the best part of their day was whenever the children were finally in bed, even if only for a nap.

> "(Best part of the day is) When the kids are in bed."
>
> -- JTPA/COUNTY

Others felt the best part of their day was when the children came home from school and the family was able to spend at least a few minutes together going over the day's events.

> "I like it when my kids come home from school. We have ten minutes when they come home from school when everybody puts their stuff up and we sit down . . . for a few minutes."
>
> -- OWP/BLACK

The worst part of the day for some respondents was the mornings, when one woman said she watched the world pass her by on its way to work; knowing they were not part of it.

> "It bothers me when I see these cars going up and down Hamilton Avenue in the morning. I say 'boy, I would love to go to work somewhere."
>
> -- OWP/BLACK

For other respondents, just getting the kids to stay in bed at night, or dealing with other family members, was the most unpleasand part of the day.

> "Mine is bedtime. It's an argument getting them to go to bed."
>
> -- OWP/BLACK

"When they (the kids) come home from school!"

-- JTPA/COUNTY

Several respondents were happy because they had passed or were about to take the test for their GED after years of false starts.

"I go Thursday to take the final tests for my GED. I been putting it off and putting it off. I want to go back to school and get a higher education, or go to work."

-- OWP/WHITE

"I just got my GED in March after having been out of school for 25 years, so I feel real good with myself."

-- OWP/WHITE

Some respondents said they were happy, not so much because their lives are where they want to be right now, but because they see themselves getting there. Some felt they weren't really very far away, while others said they were "miles away" and it gave them a feeling of failure.

"I've taken a lot of steps back. I'm not working; I'm not in school. I have an active mind. God has blessed me and not to be doing something with it, meaningful, is a failure to me."

-- JTPA/CITY/SUCCESSES

Many respondents, especially the younger women, said they just continued to maintain a generally positive attitude as much as possible, even though they were having a difficult time.

"I have a positive attitude about myself and I know I can do a lot of things. I think I'm doing very well hanging in there."

-- JTPA/CITY/DROP-OUTS

"Everyday above ground is a good day. That gives me the potential to go somewhere."

-- JTPA/CITY/SUCCESSES

One of the life accomplishments or goals several women mentioned was being sterilized to prevent further pregnancies. As the groups progressed, respondents spoke as lovingly as any mother about their children and their concern for their futures. However, it was clear that unplanned and sometimes frequent pregnancies were a fundamental problem.

"First of all, I had my tubes tied to quit having so many kids."

-- OWP/WHITE

"That's one of my goals -- to get that (tubes tied) done."

-- OWP/WHITE

"I see myself where I want to be right now at this point. But sometimes I wish I didn't have any kids. But things like that happen."

-- JTPA/CITY/DROP-OUTS

It was very interesting and unsettling to hear the level of frustration and discouragement among the group of respondents who were considered the "successes" of JTPA. These were women who had completed JTPA programs and had gone on to jobs or college. Many of their comments, however, indicated that they were still having a tough time coping with the repeated challenges of life. They spoke at length about the way their self-esteem and self-confidence has been shaken.

"You go to all these schools. You hear all these promises. You take out all these loans just to go to school. And you can even graduate in the top ten percent of your class, and you still don't get the job. Personally, I've just been kicked in the face so many times that, at one point, I just gave up."

-- JTPA/CITY/SUCCESSES

"It's not hard (to get back up) the first time; it's not hard the second time. And it gets a little harder the third time. But repeatedly, it just feels comfortable to be sitting down. Who wants to keep getting up to get kicked?"

-- JTPA/CITY/SUCCESSES

Their faith and belief in God was often the only thing that got them back on their feet and made them keep trying.

PERCEPTIONS OF THE WELFARE SYSTEM

The Road to Welfare

Most respondents, across all groups, were still receiving ADC benefits, although some were now off assistance or had been off and only recently returned to it.

In all cases, the chain of events that led respondents to welfare were most likely (in order of mention):

- -- Unplanned pregnancy while in high school
- -- Divorce or desertion by the husband
- -- Serious or chronic medical problems and illness, either of the recipient herself or a child
- -- Prolonged unemployment

In these cases, respondents found themselves in dire need of food, shelter and/or medical assistance at a time when they had no place else to turn. Though some did have supportive families, the level of help they needed was usually much more than their families could afford to give them. Welfare (ADC) was just the only available means of support during some very difficult times.

> "When my husband left, my kids were one, two and three. So I quit my job to stay home with them. That (welfare) helped me with security."
>
> -- OWP/WHITE

> "I got pregnant, still living at mom's, just getting out of school."
>
> -- JTPA/COUNTY

Among some respondents, however, who had been teenaged mothers with a difficult or abusive home environment, seeking welfare was the only way for them to move away from home and become independent.

> "I just wanted to be grown and get my own apartment and do what I wanted to do."
>
> -- JTPA/CITY/DROP-OUTS

Although there certainly were instances where some respondents were "second generation" recipients, many respondents had grown up in homes where one or both parents worked. Some said they felt just as ostracized and criticized by their own relatives for having to rely on welfare, as they were by society as a whole.

> "You go home and talk to your family or friends. Some of them look down on you 'cause you're on welfare, so they won't give you any support."
>
> -- JTPA/COUNTY

Though no respondent said they were on welfare because it was either desirable or expected based on their family backgrounds, it did appear that some respondents may have a predisposition toward welfare dependence. In those cases, while respondents said emphatically that they did not want the same type of life for their children, it appears these children are at high risk to continue the cycle unless serious intervention is exercised.

The Advantages of Welfare

The benefits respondents across all groups, said were the most beneficial and valuable to them were (in order of importance):

-- Medical insurance
-- Food stamps
-- Subsidized housing
-- Subsidized/free education

In every group, the cash benefits were considered the least important because the amounts provided were barely enough to pay their bills. While many said "they could really keep the money", others said they needed it even if it wasn't enough.

> "I needed it (welfare) for the medical because my four-year-old had open-heart surgery. The money . . . they could have kept that."
>
> -- OWP/BLACK

> "It's just there. It's enough. They give you a check enough to pay your rent -- if you're lucky. Enough food stamps that you can survive three weeks out of the month."
>
> -- OWP/WHITE

A number said that, despite their problems, they were grateful welfare was there when they really needed it.

> "If we couldn't get food stamps, we couldn't eat. The roof over my head, I love dearly. It (welfare) helps me. You got one person who's not downing it."
>
> -- OWP/BLACK

Most other respondents were just as reliant on welfare, but clearly resented it.

> "If I was to get a job, to be honest with you, I would tell the welfare to kiss you know what. I don't want nothing from them. 'Cause you gonna have to go through all that bull just to get the little they gonna give you."
>
> -- OWP/BLACK

"We're worrying about the basics, basic things."

-- JTPA/COUNTY

Respondents generally felt being on welfare was absolutely "not where we want to be" at this stage in life. All talked freely about their goals and dreams, and welfare was not perceived as the way for them to achieve those. However, some were vocal that welfare, though only temporary in their eyes, was also a means to an end -- they were going to take advantage of it to the greatest extent possible.

One respondent, currently in a pre-med program to become a doctor, felt the "whole system" had failed to provide the intervention that could have gotten her out of a "dysfunctional family" and perhaps prevented the rapid birth of six children. Welfare assistance, was, to her, akin to reparations.

"I'm not going to get a job. I'm not going to work anywhere. And they're going to pay for all my schooling and everything. Because when I work, it gets real confusing." Somebody else is going to have to take the brunt with me -- that's how I feel about it."

-- OWP/BLACK

The welfare "detour" was seen as a condition that had to be and would be overcome -- though not without a lot of faith, patience, hope and a little more help.

The Disadvantages of Welfare

No matter how important welfare benefits were at crucial times in respondents' lives, many respondents seemed to feel that "the system" made gaining access to this assistance as difficult as possible. Two respondents (in different county groups) recounted particularly poignant stories about their ordeals trying to get the assistance welfare promises.

"When I signed up for welfare, they (said) they cannot issue me a check for 90 days after that due to incarceration. That's when you need the help, right then. I have done everything for 90 days and on 6/1, they're going to finally issue me a check. But I owe every penny they're going to give me and then some. So I'm just losing right now."

-- OWP/WHITE

The other described a harrowing series of mishaps that started with a piece of good news -- she had won free housing in a lottery as part of a desegregation plan. Because the house had been painted with lead-based paint and one of her children contracted lead

poisoning. The certificate she was given to find another house expired before the bureaucracy could approve a new location. It took a year, she said, before she and her six children were finally moved into decent housing. Along the way, she lost her benefits because she had no permanent address, slept in a car and a shelter full of homeless derelicts, lost all her furnishings, staged a protest in the mayor's office and was on the brink of a nervous breakdown.

> "The system can mess you up. One little thing can throw you off."
>
> -- JTPA/COUNTY

In both these cases, respondents said they were only able to survive because of the intervention of people outside the welfare system who gave them the help they expected to get from ADC.

> "Sister Margaret Ann, she has pulled so many strings. It's the kind of help the system should be able to help me with. It's not my family's fault I went to jail. My kids are the ones hungry, not me."
>
> -- OWP/WHITE

Many of the rules and regulations recipients must fulfill to get or retain their benefits were, to most respondents, frustrating and non-sensical.

> "In order to get assistance, you gotta have an address. In order to get an address, you have to have money to pay the rent. If you don't have the rent money and deposit, you're not going to get a place to send that check to."
>
> -- OWP/WHITE

Respondents across groups agreed that welfare seems to be set up in such a way that in order to get the help you need . . .

> "You have to bend the rules."
>
> -- OWP/WHITE
>
> "You have to lie."
>
> -- JTPA/COUNTY

While respondents across groups admitted that welfare benefits had been extremely helpful to them, many also felt trapped by them. The perception that welfare seemed to mire them in reliance and dependence on the benefits while not hesitating to penalize them (and their children) with withdrawal of benefits for missing deadlines or working, was a strong and consistent one in all the groups. Respondents intimated a conspiracy on the part of welfare to keep people in the system rather than helping them get out of it.

"I know we have to help ourselves, but when we help ourselves, it's like they're pulling us down. I mean, you get your first (pay) check and here comes something from the welfare. 'You owe us such and such an amount of money'."

-- OWP/BLACK

"When you get a job, they want to take away your medical card and everything else."

-- OWP/WHITE

"Aid seems to systematically keep you where you are."

-- JTPA/COUNTY

Some respondents said even the process of getting off welfare, is so complicated and difficult, it supports the perception that the system would rather see you on than off welfare.

"When you say let me off, they want to know why you want to get off. They tell you (to) sign these papers. Then you have to go to that legal part. The fact is, if somebody said, I want to get off, just let them off. You don't need to go through all of that."

-- JTPA/COUNTY

"Like in the case of my daughter. She told them she was working and didn't need any assistance. They said, 'you're in the computer for three months'. So that means 'Miss Thing' ain't gonna have to re-program her computer and send her paperwork and her legal business to Columbus to cancel you out. Now if it's something you want, it takes everything from here to Egypt to get you programmed in there. But try getting out (of) that computer!"

-- JTPA/COUNTY

"There's a whole meal (sic) of schools and programs to get you off the welfare system, or to use welfare people to push this paper and money around, but you aren't doing anything for the people."

-- JTPA/CITY/SUCCESSES

Some respondents across groups, said that when a recipient starts working, ADC allows her to retain childcare, medical and food stamp benefits for up to one year. While respondents saw this as a big help, others were not aware that such assistance was even available.

"That's trying to get you on your feet."

-- OWP/BLACK

"This is news to me."

-- OWP/BLACK

While there was one full group of respondents who were white and two groups that were racially mixed (the remaining having all black respondents), this feeling that welfare tries to systematically keep recipients on aid, was prevalent across all groups.

"Everytime I think about getting a job, you have to worry about your check being cut; whether you'll have enough to supplement that. Your food stamps are cut, so you have to to make up for that. It just makes you step back and say, maybe I won't do this. You don't want to risk what you've got because you're not sure what you're going to have."

-- JTPA/COUNTY

However, the groups with all black women were more likely to perceive that this conspiracy of dependence was racially motivated. Some of these respondents felt white recipients often appeared to get more favorable treatment, for example by having access to little-known benefits and programs, or by avoiding disciplinary actions that would be levied against black recipients without hesitation.

"I don't care what nobody says, they are prejudiced. I seen white girls driving new cars. They tell you they got minority this and minority that. Fill out this grant; fill out that grant. But (what about) all the other things they don't let you know?"

-- OWP/BLACK

"We are at a disadvantage because of our race. I have a girlfriend who's white, who goes to CTC. She gets mail for credit cards. They gave her a credit card on welfare."

-- OWP/BLACK

Respondents, regardless of the group, felt there was an unshakable stigma attached to being on welfare and were angered and hurt by it.

"It makes you feel low. It's embarrassing."

-- OWP/BLACK

"You turn into a number. You're a case number, a social security number, a food stamp number."

-- OWP/WHITE

"It's just like in prison. You say, I did this crime and I'm trying to rehabilitate myself. They say, 'oh, no. You can't get out. We don't believe you.' That's the same thing."

-- JTPA/COUNTY

"There's a shame. I know I feel it. I see people who sit there and they look like they don't feel it, but maybe they do. It's a shame and a stigma that beats you down."

-- JTPA/CITY/SUCCESSES

To most, welfare was something they had to do, not something they wanted to do. When they made their decision to go on ADC, most respondents said it was difficult and painful. Yet, the reactions they often get from other people are unsympathetic and denigrating. They spoke of not only getting shabby treatment or snide remarks from strangers, but even relatives were often distant and critical.

"My family calls me a welfare case because I never have any money."

-- OWP/WHITE

Perceptions of Caseworkers

A particular sore spot with the vast majority of respondents, were caseworkers. Respondents across groups, complained that they were rude, inflexible, hard to reach, inconsiderate, insensitive, uncaring and uninformed.

"Some of them are so nasty."

-- OWP/BLACK

"I think some of them have attitudes too. They seem to think it's coming out of their pocket. If it wasn't for us, they wouldn't even be where they're at."

-- OWP/WHITE

"There's just a lot of negative talk from caseworkers. Maybe they go to caseworker school, because they talk to you really negative, really nasty at times."

-- JTPA/COUNTY

These workers, who respondents unfortunately perceived to be in the majority, were the ones who seemed to always be away from their desks, out of the office, or making you wait for hours.

"I said, what is it? They only work a four-day week?"

-- OWP/WHITE

"They have you sitting down there for hours and hours."

-- JTPA/CITY/DROP-OUTS

They were the ones who badgered recipients for paperwork and then lost it or failed to push it through the pipeline in a timely fashion, causing penalties for the recipients.

"When I was getting ready to start school and I was in my second quarter, the caseworker said they looked in my file and there was no papers that I had sent in my schedule and GPA and everything. The caseworker before had never done nothing. So I had to start from square one with OWP and everything."

-- OWP/WHITE

"I didn't have a check that whole month -- or food stamps. The head caseworker in Lincoln Heights told me 'I forgot to send your papers in'. So a week passed. I'm sitting there waiting. I call back, he said, 'oh, I still forgot to send it in.' It pissed me off!"

-- JTPA/COUNTY

They were the ones who blamed the recipient for problems and mistakes -- no matter who was really at fault.

"If you don't go down there and stick a paper right in their face, you not going to get nowhere."

-- OWP/WHITE

"They lose your file and then they tell you it was your fault, when I know I sent these papers in."

-- JTPA/CITY/DROP-OUTS

"Two months ago, they hauled me down to the Investigation Unit, talking about, you under arrest . . . for falsification. They saying I should have told them they gave it (a check) to me wrong. You made the mistake and I'm fixin' to pay for it?"

-- JTPA/COUNTY

And they were the ones who, when recipients asked for information or direction, referred them to the telephone book.

"I couldn't go back to high school 'cause my little boy kept getting sick. So I asked (the caseworker) is there someplace you can refer me? She told me, look in the phone book."

-- OWP/WHITE

But all caseworkers were not categorized as "bad". At least several respondents in each group talked about the caseworkers they considered to be exemplary -- the kind, respondents said, who should be the role model for all caseworkers.

"Some of them are really nice."

-- JTPA/COUNTY

"Good" caseworkers, some of whom were mentioned by name, were the ones who were willing to go the extra mile to help with a recipient's problem; seeking out information, helping recipients maneuver through the system, or by searching for alternatives when something goes wrong.

"The worker that I have, you probably couldn't find a better worker. She's a Christian lady that would probably bend over backwards to help you. This is the first time in four years that I found somebody who even cares."

-- OWP/WHITE

"Alfreda James and Paul Pflum. They're both very good people. When they went on, I kind of cried."

-- JTPA/COUNTY

All respondents, however, were upset about the high turnover in caseworker assignments. Some respondents said they were given a new caseworker as often as every few months over several years. In the transition from one caseworker to another, respondents said they often lost momentum and even benefits because of the poor handling of their files and other paperwork.

"I had five in one year."

-- OWP/BLACK

"I had 20 caseworkers from '79 'til now."

-- OWP/BLACK

"I'm going on two years being in this apartment and I just got a card the other day -- I'm on my seventh caseworker."

-- OWP/WHITE

"You get familiar with them and then the next six months, it's 'can I see your i.d.?'."

-- OWP/BLACK

Welfare as a Barrier to the Future

Many respondents said they would rather "have a job and scuffle" than stay on welfare, while others said they intended to get all the help from welfare they could, especially relative to educational benefits, until they felt they could get off welfare "cold turkey".

Interestingly, many of the negative experiences respondents talked about having with the welfare department, revolved around their attempts to work while on aid. Respondents spoke very openly about having found jobs either through the welfare department or on their own and being told their benefits would not be reduced. Yet, once on the job, things didn't turn out that way at all.

> "When you go out and get a job, you're dropped."
>
> -- OWP/WHITE

One respondent (white/county) said she was informed about jobs with the Census Department through a notice in her check envelope. She followed up, took the test and went through the training. While she was told she would not be penalized for receiving an income from the Census job, her monthly food stamp allotment was substantially reduced.

> "(My caseworker) tells me it doesn't affect my check. Okay, now here I am working. It affects my food stamps. I thought I was going to get my money to go into phlebotomy by going to work and it's just going to feed my kids now."
>
> -- JTPA/COUNTY

Not only did respondents across groups complain of this kind of misinformation (some called it outright "lieing"), but they felt it was part of the welfare system's "scheme" to keep them at a standstill. All they really end up doing by accepting low-paying or temporary jobs, many said, is subsidizing the welfare department -- not getting ahead so they can leave the system.

> "You fill out a monthly report and they subtract so much of what you made. You still get your medical card, but your stamps and check are cut. But when you're working you're still paying a babysitter so there goes that money. So you're screwing yourself."
>
> -- OWP/WHITE

Respondents across groups said there is a natural increase in expenses when a mother works. In addition to transportation, meals, and clothing, there are also babysitting costs. And if the person lives in subsidized housing, their rent automatically goes up once their income increases, not to mention income taxes. At the same time, employers throughout both the public and private sectors, continue to subsidize less and less of critical benefits, particu-

larly health insurance, forcing employees to pay a larger amount of the cost out of their own stagnating salaries. Yet, the welfare system seems to take none of this into consideration.

> "Sometimes you're worse off (working)."
>
> -- OWP/WHITE

> "One week of the babysitter and I paid her more money than what I got out of my check -- and I worked 40 hours. How am I supposed to make it?"
>
> -- OWP/WHITE

Those respondents who are or were participating in either education or job programs, also complained about regulations that require their school's administration or their employers to sign verification forms on a regular basis. This process, say both black and white respondents, is degrading and embarrassing, and only serves to further the stigma and prejudice they say they already feel.

Once many employers and institutions find out you're on welfare, respondents said, it seems the recipient is stereotyped and treated negatively. One respondent, who said she had previously worked for the welfare department, told of a job interview she had with a major, local employer. She thought she had the job -- until she admitted that while she was out of work, she was on welfare.

> "I went down to Procter & Gamble and put in an application. The guy told me to come in for an interview, and I did. Then he said, 'what was you doing in the meantime?' When I said I was on welfare, that just dropped it right then and there. First he told me the job was mine and by me saying those words, that got it. And that hurts."
>
> -- OWP/BLACK

Younger respondents were particularly upset about what they perceived to be invasions of their privacy, especially surrounding their pregnancies.

> "They all in your business. They want to know <u>everything</u>!"
>
> -- JTPA/CITY/DROP-OUTS

Several respondents also mentioned that ADC "plays games" with child support, persuading women to "turn-in" the fathers of their children and then deducting whatever is recovered from the recipient's benefits.

"When they get child support, they keep money for theirselves and they give you how much they want to give you."

-- JTPA/CITY/DROP-OUTS

Reactions to New Mandatory Regulations

Respondents were asked, specifically, to respond to the recent changes in the federal welfare legislation that makes assessment for and participation in education or job training programs mandatory for all ADC mothers. The new regulations also stipulate heavy penalties and sanctions for non-compliance, including the loss of the mother's benefits for as long as six (6) months.

The vast majority of respondents across groups, had not heard about or been officially notified about the new mandatory regulations. A few had been notified, especially in the county groups, and others had heard something about the changes in the news or from other people. It did appear, however, that some of the information was inaccurate or incomplete.

"It's when the child turns five, isn't it?"

-- OWP/WHITE

"It don't say nothing about my child being a certain age."

-- OWP/WHITE

"It's still in Congress getting the amendments put on it. But it has flaws, too. They have to iron it out, so they said."

-- JTPA/COUNTY

Most did feel mothers with school-age children should work or go to school. Some even felt that there were young women with children who have become overly dependent and casually accept being on welfare as a way of life. These women may need stronger inducement to understand the value and importance of working, but they do not represent all ADC moms.

"I feel that's alright. I feel we should get up and get a job."

-- OWP/BLACK

"I think it would be good, as long as they provide the babysitting."

-- OWP/WHITE

"I mean, your child is in school. Why just sit there and do nothing and waste away?"

-- JTPA/COUNTY

Despite the motivation these new regulations might give some mothers, respondents felt a lot of people would be hurt by the stringent sanctions.

> "If they're going to make it mandatory, then they should make it convenient for everybody."
>
> -- JTPA/COUNTY

> "It's going to hurt a lot of people.
>
> -- JTPA/COUNTY

Respondents generally felt threatened, frightened and angry about the severity of the penalties, some saying that such an approach still shows no consideration for the problems that mothers who do not have adequate childcare (including during a child's illness) or transportation, may face.

> "It's more like an ultimatum."
>
> -- OWP/WHITE

> "Threatening people is not the way."
>
> -- OWP/WHITE

> "I think the penalty is a little steep."
>
> -- JTPA/COUNTY

Some younger respondents said that ADC moms are even penalized if they are a certain age and are not attending school, although other respondents refuted that.

> "If you under 19 and you don't go to school, they'll cut your check $62."
>
> -- JTPA/CITY/DROP-OUTS

> "No, you know, I found out they don't do that."
>
> -- JTPA/CITY/DROP-OUTS

> "No. They cut my check. That's why I went and got a job."
>
> -- JTPA/CITY/DROP-OUTS

SETTING AND REACHING GOALS

5-10 Year Goals

Most respondents had some very clear and, in some cases, even altruistic goals. Respondents were asked to generate lists of their five to ten year goals while the moderator recorded them at an easel. (See "Long-Term Goals" in Appendix.)

Aside from an abundance of materialistic goals, which were expected, respondents surprisingly had some very compassionate and humanistic goals, as well. Certainly, thoughts of a better future for their children, built on good education and financial security, were always high on the list. Many respondents spoke of the improvements they wanted in their lives in terms of their own dignity and what achieving their goals could mean for their kids.

> "When you get off welfare, the first thing you want is your self-esteem back again."
>
> -- OWP/WHITE

> "My biggest concern, if I had to give my life or everything, is for my kids. I don't want them to deal with this crap."
>
> -- JTPA/COUNTY

Other goals which dominated the lists were:

- A good paying job (averaging $7 - $10 per hour)
- College education for their children
- A home and a new car
- Financial security/savings/investments
- Owning a business
- Helping the homeless and illiterate
- Helping other (young) women avoid the welfare "trap"
- Happiness

Without exception, respondents did concur that gainful employment was a future goal. Being on welfare and outside the workforce was not seen as a viable long-term option by any of the respondents participating in these groups.

> "I'd like to be able to go out on my own and not have to depend on welfare or anybody else."
>
> -- OWP/WHITE

But tangible, material goals were not the only ones to which respondents aspired. Every group talked about improving the opportunities for their children, helping to prevent other women from experiencing or being overcome by the "welfare trap", and helping the homeless.

"We need to let these people know they (are) not the only ones."

-- OWP/BLACK

"Take some of these young girls and let them go into a labor room and see what it's like."

-- JTPA/COUNTY

"I want to get my doctorate degree in human resources. I want to help others to get themselves up."

-- OWP/BLACK

Interestingly, respondents in several groups said one of their personal goals was to talk with President Bush about the problems of the poor.

"The President is getting a bunch of statistics. I would like to sit down and give him a dish of reality."

-- JTPA/COUNTY

A few, though not most women, also said marriage was one of their goals.

"I'll tell you. I'd like to find another husband. A good one!"

-- JTPA/CITY/SUCCESSES

What's Needed to Achieve Goals

After discussing their goals, another list was generated -- a list of what respondents felt they needed in order to accomplish their goals.

Not surprisingly, "job", "more education" and "training" were mentioned as the most critical needs to reach their goals, by every group. What is interesting, is that most respondents also placed high priority on improving their personal skills and development. Among the personal qualities most respondents said are needed were:

-- Faith
-- Positive attitude
-- Patience
-- Communication skills
-- Hope
-- Determination and self-confidence
-- Supportive attitude by family/friends

The "needs" lists also tended to include:

-- Adequate childcare
-- Better accessibility to training/educational sites
-- Better trained instructors
-- More and accurate information

Respondents who live in the county were more likely to mention "transportation" as a major need than were city residents.

The State of Preparedness

Most respondents did not feel they were prepared enough "right today" to start working, though many did. While most felt they already had many of the personal qualities and commitment they needed to begin achieving their goals, others admitted that they needed to improve in many areas. All felt they could use a better support system, but generally expressed a sense of hope and confidence that somehow, they would make it.

> "It takes a better family atmosphere. (I mean) better communication."
>
> -- JTPA/COUNTY

It was in the area of education and training, as well as the support services (i.e. childcare, transportation, information, etc.), where it appeared respondents were most likely to feel a lack of preparedness.

> "Nowadays, you have to have a lot of on-the-job training. A lot of references and background."
>
> -- JTPA/COUNTY

OWP AND HAMILTON COUNTY JTPA

Job Training Experiences and Perceptions

While most of these respondents had either not been assessed by OWP or Hamilton County JTPA, or were not currently participating in a job training program, some had or were participating in programs on their own (i.e. not through or sponsored by these agencies).

A few of those who had participated in agency-sponsored programs said the most beneficial result for them was that it helped them feel more confident and productive.

> "They acted as though they cared. They talk to you. They work with you."
>
> -- OWP/BLACK

> "To me, I bettered myself and got more knowledgeable in accounting and so on, to be able to do better in the job I'm doing now."
>
> -- OWP/WHITE

> "The best thing about it was being able to use my brain again instead of just sitting around doing nothing."
>
> -- JTPA/COUNTY

> "(The best thing was) having my own money every two weeks and not have to wait once a month. And keeping my mind occupied."
>
> -- JTPA/COUNTY

Programs that respondents said they had participated in (although they may not have completed them) were:

- Joy Center
- CCY
- JTPA
- Model Cities (defunct)
- WIN (defunct)

A couple of respondents spoke very highly of some programs, like the Joy Center and Terrace Guild (which is run by the Church). They said instructors and counselors were helpful, concerned and often went above and beyond the call to help a recipient stay in the program. The support services, especially childcare, were well-structured, on-site facilities, and afforded the mothers the peace of mind they needed to concentrate on their training and studies.

"Joy Center is, to me, one of the best training things I've heard (of) in Cincinnati. They help you with everything -- childcare, schooling, work . . . The only thing Joy Center doesn't offer is a good man!"

-- OWP/WHITE

"A girlfriend of mine is going to school through the Joy Center. They pay her $4 a day, plus they give her $25 extra a month on her check. She's only got one child and he's in school all day. I'd be willing to do that."

-- OWP/WHITE

However, many respondents complained that they were being offered training for fields that are already over-saturated or for traditionally low-paying or entry-level (and highly expendable) jobs with little opportunity for future growth.

"I have found that those things, like the career training and employment and all those little schools, to me, by the time you get out and get whatever certificate you got to get, those degrees are obsolete."

-- OWP/BLACK

"They'll give you the training for the low income jobs. That's so you can stay on welfare."

-- JTPA/COUNTY

Menial, low-paying, minimum wage jobs, in the eyes of respondents across these groups, were considered an unattractive alternative to welfare. Depending on the income they received from these jobs, respondents said they invariably lost some portion of either their assistance checks or their food stamps. After a year on the job, respondents said they would lose all benefits, including medical insurance and housing subsidies. As working mothers, they felt their expenses would actually be higher, and without some level of assistance, especially their medical insurance (which many low level jobs don't provide at all) and rent assistance, respondents felt they were worse off with a job than without one.

"I got a job through that (training program). But I couldn't make ends meet with three kids."

-- OWP/BLACK

"You end up doing them more of a favor than they're doing you."

-- OWP/BLACK

> "A lot of those programs do not work. They may, for the most part, train you for menial jobs, which would mean low wages. With the economy you must have enough to at least pay your shelter and food. And you must have insurance. Those are the things people are looking at."
>
> -- JTPA/COUNTY

Many respondents, particularly those who had dropped out of a training program or failed to report after they registered, complained that they were not evaluated based on their strengths, weaknesses, skills or aspirations when being assessed for job training.

> "You just took a test and if you did good on the test, they gave it to you. If you didn't, you were out."
>
> -- OWP/BLACK

Consequently, some respondents said they were offered training programs that were not what they wanted to pursue.

Respondents also perceived that training and education programs lacked adequate childcare, which represents a significant obstacle for many to get the training and education they need. The lack of such services, especially on-site care, kept many women from following-up on their assessments or dropping out of programs.

> "I went for two weeks (to an OWP GED program). They were supposed to have childcare there. They had childcare one day out of two weeks. I said, when you get childcare, I'll come finish my last week."
>
> -- OWP/WHITE

> "As long as they got childcare provided, anybody should go."
>
> -- OWP/WHITE

Among the other complaints respondents had of existing training and educational skills programs were that:

- Many instructors did not seem to be well-trained, committed or professional
- Materials were often xeroxed copies and workbooks rather than actual textbooks
- There was little hands-on instruction
- Not enough on-the-job training was made available
- Information often seemed outdated and incomplete

One respondent, who said she generated extra income by making miniature furniture as a cottage business, had learned by trial and error that she could maintain her benefits by keeping her income below a certain level.

Many respondents felt the programs made no effort to stay abreast of the trends in the jobs market or counsel recipients on their career options. One respondent with a master's degree in human resources, said she had tried to register for a job training program to get some additional skills. After several hours of testing, however, she was told during her interview that there was nothing they could do for her -- she was over-qualified.

> "(She told me) people who are college educated don't stay here and that blew my mind. Even with CCY. I knew already going in that because that paper said master's degree, those people become very defensive."
>
> -- OWP/BLACK

Her frustration, she said, was that the information about her background was in her records and someone could have talked with her earlier in the process. While the perception is that the recipient must need job training if they are on welfare, it can be a false assumption. This respondent was forced to go on welfare because of a combination of divorce, pregnancy and changes in employment -- not because of a lack of skills or education. Special cases, like this one, are not accomodated by the system the way it is currently structured.

There was a widespread view across respondents, whether they had ever participated in a training program or not, that job training programs were more interested in meeting their quotas or "body counts" than in preparing recipients for decent jobs or careers.

Respondents who had participated in some program felt that there should be better coordination of the periodic verification procedures, forms and timing they were required to follow. They complained of having to report in person too often and at times that are set by caseworkers with no consideration for the recipient's work or school schedule.

Others felt that a key element that seemed to be missing from agency-sponsored job training programs was on-the-job training. This experience was considered key to getting and keeping a job in today's competitive environment.

And still others had only received temporary, dead-end jobs through these programs -- jobs which they were glad to get, but which offered no permanent relief from welfare. It appeared that the employers, which were sometimes the city or county itself, had no obligation or commitment to offer them permanent jobs or give them other positions. In some cases, the respondent did not know that the job wasn't permanent. Once the asssignment was over, respondents were simply put back on welfare.

"They got my sister a good job. She was making $10 a hour. But that program only lasted like three months. Then they put her back on welfare."

-- JTPA/COUNTY

To the couple of respondents who had personally gone through this or who knew someone else who had, the experience was devastating. They spoke of feeling so good about working, only to have their hopes dashed. These women, and the respondents who listened to their accounts, expressed cynicism and frustration that they were offered "opportunities" that seem to be programmed to fail.

Sources of Information

Respondents said they usually heard out about job training programs primarily through word-of-mouth. They also mentioned notices in their checks, television (via the news and commercials), radio and newspapers as sources of information.

"I called Ohio Works Program on my own because I heard they could help me get started on my GED."

-- OWP/WHITE

Even if they had heard of some programs, many respondents said no one really explained what the programs did and how they could help.

"I heard different people say they're going to the Joy Center, but I really didn't know what it was."

-- OWP/WHITE

"I seen it in the phone book, but I didn't know what it was."

-- OWP/WHITE

"They didn't talk to me about it (Joy Center) verbally, just through the mail."

-- OWP/WHITE

Respondents specifically said they least often receive information from caseworkers about jobs, job training or educational opportunities.

"If they do (provide that information), we don't know about it."

-- JTPA/COUNTY

"I've never heard of the welfare or any of the caseworkers down there actually come up to you and say look, we know this school, or such and such."

-- OWP/WHITE

Colleges and Proprietary Schools

Respondents generally talked about training and educational programs interchangeably. In their eyes, it appears that, whether skills are obtained in school or in a training program, the results are supposed to be the same: you are qualified for a job. (This connection may also be based on the need for many recipients to strengthen their basic skills so they can participate fully in a training program.)

When we discussed job training, the issue of accredited and non-accredited institutions was raised. It appeared that the majority of respondents had or were currently attending or about to attend colleges and universities like:

-- University of Cincinnati (UC)
-- Cincinnati Technical College (CTC)
-- Southern Ohio College
-- Metropolitan College
-- Queen City Vocational

Many respondents, across groups, knew about or had attended local "proprietary" schools. Many of them, like Cambridge, or Southwestern Ohio, are not accredited by the same educational associations as the colleges and universities mentioned above. Therefore, course credits were usually not transferable. Many of the proprietary schools have become notorious, said respondents, for recruiting recipients right outside welfare offices and luring them into expensive loan contracts.

Based on the sales pitch used by many of these schools and the provision of much-needed support services, some respondents believed were condoned by or linked to the welfare department.

> "Southwestern is okay for ADC recipients because they have daycare there. That's probably the only good advantage, because I don't think they're accredited."
>
> -- JTPA/COUNTY

Respondents who had experienced proprietary schools said they were led to believe the funds they were to receive were grants when they were actually loans, that the money would not affect their ADC benefits and that they would be employable after they completed their programs. In most cases, one or all of these claims proved to be untrue.

Solutions to the Problems

One of the key problems respondents cited as a reason for the lack of participation in job training programs, was inaccurate or insuf-

ficient information. Subsequently, the most consistently mentioned suggestions for improving the effectiveness of these programs revolved around improvements in the information process.

Respondents agreed that caseworkers or some area of the welfare department, should be the first source of reliable information for recipients.

> "They should tell you which colleges are accredited and which aren't."
>
> -- JTPA/COUNTY

> "Maybe when you get done seeing them (caseworker), you talk to another person about all of your school, everything that's available for ADC recipients."
>
> -- JTPA/COUNTY

A number of other solutions relating to information were also consistently mentioned across groups, for example:

- Having group sessions (like the one they were participating in) to give recipients the opportunity to share information (as well as vent their feelings and get some support and encouragement from people with similar experiences)

- Making information available through as many outlets as possible, like schools, HeadStart programs, medical clinics, grocery stores, food stamp offices, laundromats, churches and direct mail

- Advertise more widely and consistently

- Holding employers who participate in job placement for welfare trainees accountable for being clear about what is being offered and sticking to it

- Providing better training for caseworkers and keeping them up-to-date on services and programs that are available

Some respondents felt someone has to get to the roots of the problem in order to find permanent solutions.

> "The solution for this problem should have started at the White House. Before he put down a mandatory work edict, he should have put down a mandatory re-structuring where you show the person how to get to the educational benefits, how to utilize them and how to obtain the job."
>
> -- JTPA/COUNTY

Additionally, many respondents felt more support and motivation should be made available to recipients to help them shed their misconceptions and fears.

> "I remember I got a magazine that I sent away a dollar (for) in the mail -- H.O.M.E. from Carol Sasky. They gave me enough motivation after two articles to get out and do something about it (being on welfare)."
>
> -- OWP/WHITE

Many women, they said, may see training programs as a detriment or a risk because of the bad experiences they hear about from friends and acquaintances. "Rap" sessions and support groups, as well as semi nars on a range of topics (like career opportunities, stress manage ment and coping skills, parenting skills, etc.) were suggested in every group as a way to help recipients improve their outlooks and personal development so they are more receptive to training and educational opportunities.

> "If they called us in every 12 months like this and have us sit at a table and fill out the forms here and have a dis- cussion afterwards, that would be better."
>
> -- OWP/BLACK

> "It's kind of like drug counseling or alcoholic counseling. Have groups for this type of thing, too."
>
> -- OWP/WHITE

Some respondents also felt improving the reporting system for recipients who are working is crucial. Many felt that recipients should not have to go through the embarrassment and inconvenience of giving forms to their employers to sign (seeing the recipient's check stub should be sufficient), and having to report in-person when nothing in their status has changed.

Respondents also felt there should be "a contingency plan" when a training program or job placement does not work out for the recipient.

(See Appendix for lists of "Solutions" by group)

CITY JTPA

These four (4) groups were comprised of women who had either dropped out of a JTPA program, registered for but never participated in a program, or had successfully completed a program and had gone on to college or a job.

Though many of these respondents were no longer receiving ADC, some still were or had suffered some mishap while working or in school and were now back on welfare. (Their feelings and criticisms of the welfare system, though it did not dominate the discussion as much as in the county groups, were, nonetheless, just as negative and disturbing.)

Job Training Experiences and Perceptions

The programs respondents mentioned most often as those they had participated in or dropped out of were:

-- CCY
-- CCY/Harriet Beecher Stowe House
-- Terrace Guild
-- Job Corps

Although many respondents described the programs as "okay", they spoke most frequently about the problems they experienced. Much of that criticism surrounded what respondents said was the poor quality of the instruction and materials. In many cases, it didn't seem to matter to anyone whether they were really learning anything or whether they had been placed in the program which really fit their needs and goals.

> "They give you the book and you read it and you get the instructions from the book. They tell you nothing."
>
> -- JTPA/CITY/DROP-OUTS

> "No, (they didn't ask me if I wanted to get into the computer). They tell you what to do and you do it."
>
> -- JTPA/CITY/DROP-OUTS

> "She (my instructor) gave me this tape -- learn how to type off a tape recorder. No help, no nothing."
>
> -- JTPA/CITY/SUCCESSES

Most of the reasons respondents cited for dropping out of programs were family problems, lack of adequate childcare, illness or disillusionment with the program itself.

Several respondents were quite critical of the "Pre-Tech" program which they felt was of little value to them. Respondents who had participated in this program complained that it was more of an elementary school than a college environment (even though it was conducted at the University of Cincinnati), and that it was more geared to older people who had been out of a school a long time and needed more remediation. Many of those respondents who had participated in Pre-Tech, particularly those 21 and younger, dropped out.

> "I was in the JTPA. I didn't really have any problems with that, but I didn't really like the program I was enrolled in. I graduated (high school) in '89 and went to the program (Pre-Tech) that September. We took reading and basic math and I was like, I already did this. I just quit."
>
> -- JTPA/CITY/DROP-OUTS

> "They make you take stuff that doesn't even go towards your major except English and math."
>
> -- JTPA/CITY/DROP-OUTS

Respondents who had dropped out of a program also said when they decided to try the programs again, they were stonewalled or flatly rejected. No one, they said, tried to find out why they quit or offer any assistance to help them overcome their obstacles.

> "I was having family problems and that's one of the reasons I quit. When I did try to come back and was going to stick in there, she told me why should I accept you back? I don't think I'm going to accept you back. She was getting real nasty to me on the phone, so I hung up on her. She don't know why I quit -- she never asked me!"
>
> -- JTPA/CITY/DROP-OUTS

Another respondent who was in Pre-Tech said she particularly did not care for the way the people who ran the program behaved. When she quit, they told her she might not get back in school. Despite their warning, she is now back at UC -- as a full-time student.

Even respondents who had completed Pre-Tech, were disappointed once they completed it.

> "When I went into UC, I found out that none of the things I had taken in Pre-Tech, applied. (I received) no credit on it."
>
> -- JTPA/CITY/SUCCESSES

Basically, respondents felt strongly that the programs are too geared to keep welfare recipients "on the bottom of the barrel."

As in other groups, particularly among the older respondents, the "successes" wanted careers, not just jobs, but that wasn't what the "system" appeared to want for them.

> "Train up a person in something that they can build on and go forth to retirement if that's what they desire. Not something that's just going to get you off the welfare rolls today."
>
> -- JTPA/CITY/SUCCESSES

Proprietary Schools

Most respondents appeared to have little direct experience with the proprietary schools, although all were aware of them. One respondent said a recruiter for Tri-State Junior College "fed my head up with so much stuff that I believed it was a good school" so she could pursue a cosmetology program. Though she had asked for their help in making daycare arrangements for her child, nothing had been done. She felt she had been duped.

> "Once you get in there, you find out what the deal really is. What it is is they just wanted that Pell grant."
>
> -- JTPA/CITY/DROP-OUTS

Solutions to the Problems

Since most of the JTPA/City respondents had at least registered for a program, most of their suggestions revolved around improving the quality and support services that should be available in the programs and developing more outreach activities to attract and retain recipients.

Topping the list for most respondents, was an improvement in the attitudes and expertise of the instructors, counseling, better materials, on-site daycare, on-the-job training and consideration of the recipient's desires and needs when evaluating them for a program.

> "They need to be upfront -- not lead you on. They say the program is like this, then when you get in there, it's something totally different."
>
> -- JTPA/CITY/DROP-OUTS

> "A counselor should be able to tell right then and there, how that person's attitude is about being into this program and trying to get into this program."
>
> -- JTPA/CITY/DROP-OUTS

> "Job counselors. I don't know if they have any. The programs I have gone through I have not come up with a job counselor who really, earnestly said, let's find out what you want to do. They perfunctorily go through that 7b. that says, 'what's your goal?' Sometimes you need somebody to help you and funnel through where you want to be."
>
> -- JTPA/CITY/SUCCESSES

A couple of respondents said they actually did have job counselors who kept close tabs on them and offered assistance and support.

> "I felt like I had a good job counselor. She kept a follow-up on everybody, I mean monthly. She really worked with all the girls I was in class with."
>
> -- JTPA/CITY/SUCCESSES

Respondents felt it was important to be more aggressive in efforts to find and attract the types of people who would benefit the most from participation in these programs.

> "I know how you could find people who the program would help. They could go around to the schools and find out the names of the drop-outs and teenage parents and just mail them a little bit of information about the program."
>
> -- JTPA/CITY/DROP-OUTS

But respondents were also mindful of the responsibilities recipients should be prepared to accept in order to succeed in these programs.

> "If you gonna get involved with something like that, you got to have a good attitude and be ready to do the right thing for yourself."
>
> -- JTPA/CITY/DROP-OUTS

> "You, yourself, got to make it happen."
>
> -- JTPA/CITY/DROP-OUTS

Those who had succeeded in completing programs and moving on to college or jobs, felt there was still a need for supportive resources. In some cases, the jobs that were acquired laid them off or relocated; or their income was not sufficient to handle their increased costs of living in the face of the loss of critical ADC benefits (like medical insurance, housing subsidies and food stamps).

> "It needs to be a cohesive effort from all of these agencies to provide support that enables you to take a step and move ahead -- not take a step and move back."
>
> -- JTPA/CITY/SUCCESSES

Many also said they needed to have some access to re-evaluation or follow-up when they ran into problems or obstacles after completing the training programs. Respondents perceived that, once you get out of the programs, you're completely on your own. No one knew of any process by which they could re-initiate contact with the programs to request additional information, get more job placements or obtain guidance or advice.

The only people mentioned who respondents said were sometimes maintaining contact with "graduates" were teachers, not job or placement counselors.

> "She was really good about keeping in touch with us. She still calls me about jobs and things."
>
> -- JTPA/CITY/SUCCESSES

Time and again, respondents wondered why those seemingly isolated elements, people and approaches that do work aren't duplicated and made more widely available.

APPENDIX

LONG-TERM GOALS

LONG-TERM GOALS

(I) OWP/COUNTY/BLACK

Own a business

Take care of children on my own

Teach HeadStart

Become a foster mother

Make $6-7 TODAY

Medical degree

Doctorate degree

Counsel other women

Own a home

Get married

Nursing degree

Have more children

Build homes for the homeless

Better education for my children

Spend more quality time with family

Leave legacy of awareness of pitfalls

(II) OWP/COUNTY/WHITE

Financial stability

Basic necessities

Self-esteem

Education (for self and children)

Good paying job ($8/hour)

Own a home

Own a car

Phone

Kids'/family's respect

Drug-free neighborhood

Travel

Help/counsel others (drugs and alcohol)

Happiness

Long life

Lose weight

LONG-TERM GOALS

(III) JTPA/COUNTY/KIDS 5 AND UNDER

Veterinary assistant

Word processing analyst

Elementary education and public relations

Anesthesiologist

College fund for kids

Own a business

Own a home

Own a farm

Teach Bible study

Teach literacy

Help the homeless

Talk to the President

(IV) JTPA/COUNTY/KIDS 6+

Kids' graduation from school

Get rid of drugs

Keep children off welfare

A career

Own a business

More housing for homeless

Fight teen pregnancy

World peace

Respect

Self-esteem

Decent life

Own a home

Security (financial)

Cost of living increases

Job paying $8-10/hour

LONG-TERM GOALS

(V) JTPA/CITY/16-21/DROP-OUTS

Happiness

Good paying job ($20-35,000/year)

Brand new car

House (a big one)

Real estate

Own a business

Investments

Good education for kids

Buy what kids want

Marriage

Being an understanding/good parent

(VI) JTPA/CITY/SUCCESSES

Be happy

Take inventions to market

Own a business

Own a home

More education

Financial security

Being self-sufficient

Good paying job ($25,000 - 35,000/year)

Pay off school loans

Marriage (good husband)

Travel (Caribbean)

Nice car

College fund for children

Good health

LONG-TERM GOALS

(VII) JTPA/CITY/22+ /DROP-OUTS

Own a home

Raise child to move on

Peace of mind

Own a business

Savings account

More spiritually conscious

Continue education

Good job ($10-14/hour)

Better direction/more options

Generage changes in government/ stand up for rights

Improve parenting skills

Improve/strengthen family ties

(VIII) JTPA/CITY/NON-PARTICIPANT

Get GED

Continue education

Good paying job ($7-10/hour)

Take care of family

Own a home

Car

Travel

Nice apartment

To be able to shop anywhere

Make sure spiritual life is straight

College education for kids

Change/improve the world

Elect a Black President of the U.S.

Find a good husband

Own a business

To end racism

To be content as a single mom

Drug-free life for children

Reduce teenage pregnancy

NEEDS

NEEDS

(I) OWP/COUNTY/BLACK	(II) OWP/COUNTY/WHITE
God	Money
Faith	Education
Education	Support (mental)
Patience	Good health
Will power	Positive thinking
Being organized	Associate with positive people
Support	Love (especially of self)
Self-esteem	A "good" man
Determination	Quality childcare
More information	

NEEDS

(III) JTPA/COUNTY/KIDS 5 AND UNDER

Job ($8-15/hour)

Money

Education

Motivation

Adequate childcare

Planning

Patience

Better family atmosphere

Time

Support group

(IV) JTPA/COUNTY/KIDS 6+

Education

Training programs

Good daycare/childcare

Transportation

Motivation

Positive thinking

More low-cost funding for education

Supportiveness

NEEDS

(V) JTPA/CITY/16-21/DROP-OUTS

Education

Good connections

Positive attitude

Suport (family)

Self-confidence

Motivation

Communication skills

More information

(VI) JTPA/CITY/SUCCESSES

God

Money

Education

Personal commitment

Self-esteem

Planning

Training

Capital

Networking/connections

Better/more information

Proper clothing

Childcare

NEEDS

(VII) JTPA/CITY/22+/DROP-OUTS

Training

Education

Experience

Networking

Transportation

Reliable daycare

Self-esteem

Time management

Counseling

Positive attitude

Assertiveness/communication skills

"Just do it"

Basic skills (written and verbal)

(VIII) JTPA/CITY/ NON-PARTICIPANTS

Good education

Transportation

Money

Chilcare (good)

Medical coverage

Support system

Motivation

Information

Counselors/advisors

Patience

Positive attitude

Understanding

Communication skills

Willingness to learn

Decent environment

People in authority to listen and help

Training

SOLUTIONS

SOLUTIONS

(I) OWP/COUNTY/BLACK

Have a job ready when you finish

More complete training

Better communication (between programs, employers, trainees)

Better information

Alternatives/contingency plan

No penalties while training

Better way of doing monitoring (less paperwork; more convenient)

Support groups

Childcare (e.g. all-day HeadStart)

(II) OWP/COUNTY/WHITE

Do it

Train caseworkers better

Notify recipients about more services

Motivational support and information

More sources of information

- Schools
- Newspaper
- Mail
- Churches
- Social workers in clinics
- Telemarketing
- Peers

SOLUTIONS

(III) JTPA/COUNTY/KIDS 5 AND UNDER

Pamphlets and brochures

Mailing

Use re-certification to give more information

Re-structure caseworkers
- To give information
- To answer questions

Re-train caseworkers

Counseling/information (education and job training)

On-the-job-training

Other information sources:

- Mail
- Churches
- Unemployment offices
- Schools (kids')
- YMCA/community centers
- Food stamp offices

Support groups

(IV) JTPA/COUNTY/KIDS 6+

Convenient areas for training centers

Van service

Childcare that's:
- Convenient
- Safe
- In training centers
- Includes after-school
- Full-time for pre-school and kindergarten
- Equipped with meals program

Accurate and honest information

At least one pay period before job notification

Better training for caseworker

Better information on jobs and education

More community centers for youth

More teen pregnancy programs
- In every school
- Use ADC moms as counselors
- For boys and girls
- Watch actual deliveries

Make sites more convenient for clients to reach

Support groups

SOLUTIONS

(V) JTPA/CITY/16-21/DROP-OUTS

More instructors

Childcare on-site

Better tests (including aptitude)

On-the-job-training

Textbooks

Counselors

Flexible hours

Positive attitudes from instructors

Honest information

Transportation (especially in bad weather)

Use participants to counsel others

Identify drop-outs through high schools and do mailings

Advertise

Hold seminars

(VI) JTPA/CITY/SUCCESSES

Provide job counselors

More effective placement counseling

Aptitude tests

Support groups

Educational programs more geared to moms

Better communication with employers

Better address/prepare for real market needs

Better monitoring after completion of training

Research job requirements/ needs

On-the-job training

Help acclimate to corporate environment

Improve childcare:
- More options (centers; home, etc.)
- Qualified providers
- Continue for 6-12 mos. after job starts

Better job of getting information to people:
- Word-of-mouth
- Churches
- Schools
- Grocery stores
- Beauty salons

More personal contact with "graduates"

Refresher courses

On-going access to placement

SOLUTIONS

(VII) JTPA/CITY/22+/DROP-OUTS

Better screening of teachers

Provide one-on-one counseling

Periodic evaluation

Don't rely only on test scores

Set pace for age group

Separate classes for different learning levels and needs

Student/alumni evaluation of program

Adequate supplies and materials

Tutoring program

Disclose pre-requisites in advance

Student/teacher "rap" sessions

More options and alternatives

Computerize information

Allow re-assignment to same counselors on re-entry

Improve communication between students and teachers

More information:
- Schools
- YMCAs, etc.
- Human services
- OWP
- Mail info with checks
- Social events
- Advertise on radio/TV (show success stories)

Have past students give seminars

(VIII) JTPA/CITY/NON-PARTICIPANTS

Separate classes based on level

One-on-one attention in class

Provide more accurate information on schools

Guidance counseling

Better/enough equipment and materials

Better teachers

Provide access to former students

Support group

Provide childcare on-premises

Transportation expenses for moms and kids

Make determination of eligibility quicker

Better job placement

DISCUSSION GUIDE

JOB TRAINING AND FULFILLMENT STUDY

Cincinnati - May 15 - 17, 1990

I. WARM-UP

- Explanation of focus group
- Discussion "rules"
- Introduction of respondents

II. CURRENT STATE OF LIFE

- Usual day; Best part? Worse part?
- Chain of events leading to public aid
- Life review - where do you want to go?

III. PERCEPTIONS OF WELFARE SYSTEM

- Is aid a help or hindrance? In what ways?
- Advantages; Disadvantages
- Awareness of current regulations (provide description)
- Effect of current regulations

IV. SETTING AND REACHING GOALS

- 5/10 year goals (LIST AT EASEL)
- Needs (to accomplish goals)
- Role of employment in goal achievement
- Self-evaluation of preparedness

V. JOB TRAINING EXPERIENCE

- Is there a better way to get prepared?
- Experiences with programs/schools
- Likes/dislikes
- Sources of information/influence
- Which are best? Worst?
- Rate attributes/services
- Why did/do they work? Why did/do they fail?
- Suggested improvements

VI. DISILLUSIONMENT (HARD-CORE MALCONTENTS)

- How many programs/schools attended? Results?
- Why did they work? Why did they fail?
- Self-evaluation of preparedness
- What do you have that works for you? What keeps works against you?
- What's missing for YOU?
- How can programs/schools help?

VII. MISCELLANEOUS ISSUES

ICI/Rev. 2-5/11/90

SCREENER

INNOVATIVE CONSULTANTS, INC.
Cincinnati, OH

RESP. _____

DATE: _____
INTVWR. _____

RECORD:

RESIDENCE	CHILDREN	GROUP #
City.....1	5 or under....1	Group I.....1
County.....2	6+.....2	Group II.....2
AGE	None.....3	Group III.....3
16-21.....1	ETHNICITY	Group IV.....4
22+.....2	Black.....1	Group V.....5
	White.....2	Group VI.....6
25 or under...3		Group VII.....7
26 +.....4		Group VIII....8

JOB TRAINING AND FULFILLMENT STUDY

Screener

SPECIAL NOTE:

IF RESPONDENT IS CONTACTED FROM CALL LISTS A, B, C OR D, SKIP TO THE "GROUP CLASSIFICATION SECTION" ON PG. 3 AND CHECK BOX NEXT TO GROUP WHICH MATCHES LETTER ON THE LIST. (CALL LIST RESPONDENTS CAN ONLY QUALIFY FOR GROUPS IV THROUGH VIII.) THEN GO DIRECTLY TO THE "INVITATION SECTION" AND CONTINUE.

IF RESPONDENT IS CONTACTED IN-PERSON OR FROM LISTS OTHER THAN THOSE ABOVE, CONTINUE FROM THE BEGINNING OF SCREENER.

(WHEN INTERVIEWING IN-PERSON, APPROACH WHITE OR BLACK WOMEN AS SPECIFIED, WHO APPEAR TO BE AT LEAST 16 YEARS OLD.)

Hello, my name is _____ and I work for Innovative Consultants, Inc., a research firm in Ohio. We are conducting an opinion survey today and I'd like to ask you a few questions.

1. First, what is your age, please? (RECORD EXACT AGE BELOW. IF RESPONDENT REFUSES AGE, THANK & TERMINATE.)

   RECORD EXACT AGE: _____

2. And how would you describe your nationality or ethnic origin? (READ LIST ONLY IF NECESSARY)

   AFRICAN-AMERICAN/BLACK.....1-->CHECK QUOTA AND CONTINUE
   WHITE/ANGLO-SAXON/EUROPEAN STOCK/
   CAUCASIAN.....2-->CHECK QUOTA AND CONTINUE
   OTHER.....3-->THANK & TERMINATE

3. Do you currently live in the . . . (READ EACH STATEMENT BELOW AND RECORD ONLY ONE RESPONSE.)

   City (i.e. Cincinnati).....1
   County (i.e. Hamilton County)...2

4. Do you now or have you ever received assistance from Aid to Dependent Children (ADC)?

   YES.....1-->CONTINUE
   NO.....2-->THANK & TERMINATE

5. What is the age of your youngest child (living with you)?

   RECORD AGE OF YOUNGEST CHILD: _____ YEAR(S)

6a. Are you currently participating in an employment and training program?

   YES.....1-->CONTINUE
   NO.....2-->IF COUNTY RESIDENT, SKIP TO Q. 7. IF CITY, SKIP TO Q. 8.

6b. Does the Welfare Department offer or actually give you a monthly subsidy for participating in an employment and training program?

   YES.....1-->THANK AND TERMINATE
   NO.....2-->IF COUNTY RESIDENT, CONTINUE. IF CITY RESIDENT, SKIP TO Q. 8

7. Have you ever visited or been assessed by the Hamilton County Employment and Training Agency (located at 9th and Sycamore Streets or Board of Education building)?

   YES.....1-->QUALIFIES FOR GROUPS I OR II ONLY. CONTINUE.
   NO.....2-->QUALIFIES FOR GROUPS I - IV. CONTINUE.

8. Have you ever attended a private or technical school (e.g. any cosmetology or barber school, Cambridge Technical College, Cincinnati Metropolitan College, BETZ, etc.)?

   YES, I HAVE ATTENDED A PRIVATE/PROPRIETARY SCHOOL.....1
   NO, I NEVER ATTENDED A PRIVATE/PROPRIETARY SCHOOL.....2

CONTINUE TO "GROUP CLASSIFICATION SECTION". IF RESPONDENT IS A COUNTY RESIDENT, FILL GROUPS III & IV FIRST. THEN FILL GROUPS I & II.

GROUP CLASSIFICATION SECTION

TO ATTEND THIS GROUP		RESPONDENT MUST BE . . .
( ) GROUP I (COUNTY/OWP)	-	Black (Q.2) One-half 25 years or under; One-half 26 years or older (Q. 1) City or county resident (Q. 3) Youngest child 5 years or under (Q. 5) Not current participant in employment and training program (Q. 6a, Q. 6b or Q. 7)
( ) GROUP II (COUNTY/OWP)	-	White (Q. 2) One-half 25 years or under; One-half 26 years or older (Q. 1) City or county resident (Q. 3) Youngest child 5 years or under (Q. 5) Not current participant in employment and training program (Q. 6a, Q. 6b or Q. 7)
( ) GROUP III (COUNTY/JTPA)	-	Youngest child 5 years or under (Q. 5) County resident only (Q. 3) Never visited/been assessed by Hamilton County JTPA (Q. 7)
( ) GROUP IV (COUNTY/JTPA)	-	Youngest child 6 years or older (Q. 5) County resident only (Q. 3) Never visited/been assessed by Hamilton County JTPA (Q. 7)

****

(CLASSIFY CALL LIST RESPONDENTS BELOW ACCORDING TO LETTER DESIGNATION ON LIST)

( ) GROUP V (CITY/JTPA)	-	16 - 21 years Enrolled in JTPA but never completed	-->"A" LIST
( ) GROUP VI (CITY/JTPA)	-	Enrolled in JTPA and currently working or in college At least three (3) respondents 21 years or under	-->"C" LIST
( ) GROUP VII (CITY/JTPA)	-	22 years and older Enrolled in JTPA but never completed	-->"B" LIST
( ) GROUP VIII (CITY/JTPA)	-	Registered for JTPA but never participated	-->"D" LIST

Invitation

Based on your responses, I would like to invite you to attend a roundtable discussion. The session will last approximately one and one-half hours (1-1/2) to two (2) hours. It will be conducted in a meeting facility and at the end of the session, you will receive a cash gift of $_____. (This money will not jeopardize your assistance in any way.) Refreshments will be served and we will arrange for transportation for you.

Your group will be held:

( ) GROUP I - Tuesday, May 15, 1990 at 11:30 a.m.
( ) GROUP II - Tuesday, May 15, 1990 at 4:00 p.m.
( ) GROUP III - Tuesday, May 15, 1990 at 6:00 p.m.

( ) GROUP IV - Wednesday, May 16, 1990 at 11:30 a.m.
( ) GROUP V - Wednesday, May 16, 1990 at 4:00 p.m.
( ) GROUP VI - Wednesday, May 16, 1990 at 6:00 p.m.

( ) GROUP VII - Thursday, May 17, 1990 at 11:30 a.m.
( ) GROUP VIII- Thursday, May 17, 1990 at 4:00 p.m.

The location of the discussion group will be:

RESEARCH AND RESULTS, INC.
4941 Paddock
Cincinnati, OH

Would you like to attend?

YES.....1-->CONTINUE
NO.....2-->(ASK: Would you attend if child care were available?)

YES.....1-->(SAY: We will pay an additional $10 for a babysitter. Would you be able to attend?)-->IF ACCEPTABLE, CONTINUE. OTHERWISE, THANK AND TERMINATE.

NO.....2-->THANK AND TERMINATE

May I please have your name, address and telephone number so we can remind you of the the meeting. (RECORD INFORMATION BELOW FOR ALL RESPONDENTS.)

NAME:_____

ADDRESS:_____

CITY/STATE:_____ ZIP:_____

TELEPHONE:_____

Will you need transportation?

YES.....1
NO.....2

A courtesy van will be available to pick up those who need a ride. We will contact you later to arrange a time and pick-up location for you.

THANK YOU! AND HAVE A GOOD DAY!

Rev. 3-4/17/90